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ABSTRACT

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with the core competencies necessary for rehabilitation officers. Addressed in the individual sections of the volume are the following skill areas: human development and behavior, administrative skills, public relations, client development, personal development, client placement, system policies and relationships, ethical practice, and resource and program development. Each section contains a main objective and a series of enabling objectives that are cross-referenced to evaluation criteria and independence and importance rating scales. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the volume is a discussion of the method used to identify the objectives. (MN)

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JOB ROLES IN HUMAN SERVICES

VOLUNTARY Rehabilitation Services

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Ministry of Education and Human Resources

TASK ANALYSIS IN HUMAN SERVICES

A Special Project
Funded by the Ministry of Education
Post-Secondary Department
In Cooperation with
The Ministry of Human Resources

REHABILITATION OFFICER

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March 1982

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INTRODUCTION

This book of objectives is one in a series of eight. The series is the result of a special project funded by the Ministry of Education, Post-Secondary Department, in cooperation with the Ministry of Human Resources.

The intent of the project was to formulate for training and educational purposes a competency-based analysis of employment categories in Human Services.

The Ministries of Education and Human Resources specified seven job categories to be analyzed. The objective of the project was to analyze the seven jobs to identify skills and knowledge necessary for competent performance of the job and to specify the objectives required to perform each of the skills identified. In addition, the job categories were reviewed and a core of knowledge and skills common to each was extracted. This analysis serves the following purposes:

Provide specific information for colleges and universities to use in developing curriculum in Human Services programs.

Appropriately emphasize the depth and scope of the initial training required to enter the occupation.

Develop instruments that will assist supervisors and employees to pinpoint learning needs and develop individualized training plans.

Provide a basis to identify retraining needs for individuals to allow job mobility within the field.

Provide a basis for the development of programming within the Ministry of Human Resources for areas not covered by college and university programs.

Provide the basis for development of a diagnostic test as a challenge mechanism to facilitate upgrading.

Provide information necessary for career pathing.

Provide a basis for the development of screening tests to qualify candidates for competitions.

Provide basic information for the development of data gathering instruments necessary in building skills inventories for manpower planning purposes.

Task Analysis, a form of group process, was used to analyze the job categories. In this process, participants, who are people currently working in the occupation and those working in closely related job roles meet with a coordinator who assists them to identify the skills, knowledge and attitudes. Together they develop a job profile chart. The chart is then translated into objectives by a writer who attends the Task Analysis Session. The objectives are validated by the original participants as well as by a broader range of field personnel not in attendance at the original session. Because it involves people who are active in the occupation, Task Analysis ensures that training and education incorporate the evolution which occurs in the occupation. This process also ensures that the real world of the occupation will be the basis for programming in education and training.

The objectives contained in this book are written in behavioural terms. They specify exactly what the employees must do to achieve or perform the skill. After developing the job profile chart which has been reproduced in this book, the participants at the Task Analysis Session were assisted by the objective writer and the session coordinator to specify the verbs which identify the behaviours required to perform each skill. Following the preparation of the first draft of the objectives, the validation process was implemented.

The first draft of objectives was sent to the original participants of the Task Analysis Session. Based upon their response, a second draft was prepared and distributed for validation to forty personnel working in the Ministry of Human Resources. Two staff were selected from each of the province's twenty regions. The occupations of the forty people were in direct proportion to the jobs represented in the Task Analysis Session. For example, if five social workers were in the Session, twenty social workers participated in the validation. After this broader validation, a third revision was written and distributed to regional managers and executive staff. This book integrates feedback from all validation sources and is the final draft. This is the initial stage of a more comprehensive project designed to articulate the educational and training needs of both the public and private sector with the training provided by the educational institutions in the province.

KRATHWOHL'S TAXONOMY

To translate the job profile chart into behavioural objectives through the use of specific verbs and thus to indicate depth of knowledge, Krathwohl's Taxonomy was selected. It allows both cognitive and physical activities to be inter-mingled in a hierarchy of taxonomical levels. These levels, and examples of verbs used to write objectives describing skills that occur at each level, are as follows:

1. knowledge (e.g. aware of, recognize, identify);
2. comprehension (e.g. explain, describe);

3. application (e.g. construct, draw, navigate);
4. analysis (e.g. discuss, classify);
5. synthesis (e.g. prepare, plan, relate);
6. evaluation (e.g. assess, judge, appraise).

INDEPENDENCE SCALE

The participants at the Task Analysis Session used a scale to indicate the degree of supervision an employee might require to accomplish the skills which were determined to occur at the application level of Krathwohl's Taxonomy.

The purpose of the scale is to identify the degree of supervision that an individual could expect when doing the task. The scale of independence is also a reflection of the degree of training required to accomplish the task.

- | | |
|--|---|
| Can perform this task with quality and with <u>initiative</u> and <u>adaptability</u> to special problem situations. | 4 |
| Can perform this task satisfactorily <u>without</u> assistance and/or supervision. | 3 |
| Can perform this task satisfactorily but requires periodic supervision and/or assistance. | 2 |
| Can perform this task, but <u>not</u> without constant supervision and some assistance. | 1 |

SCALE OF IMPORTANCE

All of the objectives specified within this book have been examined in relationship to the total range of job activities. Each objective was then designated as being prerequisite, critical or enrichment. These terms are defined for the purpose of this book as follows:

Prerequisite

Objectives that represent the existing knowledge or skill which individuals must bring with them to be adequately prepared to enter the job role. These objectives form the basis of the curriculae designed to train students.

Critical

Objectives which are essential to competent performance on the job. These are areas of skill and knowledge which individuals must possess or develop during their work experience. These objectives may have been taught in the educational field or they may be addressed during the orientation and training of new staff.

Enrichment

Objectives which are not essential, but add measurably to a more comprehensive understanding of the job. They also enable the individual to be more skillful and flexible in performance on the job. These areas may become the focus for staff training as they often represent the evolution of the job role.

It is important to note that the level of detail specified by the enabling objectives provide only the most salient features of the main objectives. They are then to be used in establishing a more definitive list of instructional objectives during the subsequent stage of development.

The participants at the Rehabilitation Officer Task Analysis
Sessions were:

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REHABILITATION OFFICER JOB PROFILE CHART

A Human Development and Behaviour	A.1 Adult Learning	A.2 Knowledge of Motivation	A.3 Knowledge of Change	A.4 Impoverished Environment	A.5 Cultural Differences	A.6 Development Barriers
B Administrative Skills	B.1 Prepare Documentation	B.2 Budget Control	B.3 Reporting	B.4 Written Communications	B.5 Orientation	B.6 Work Management
C Public Relations	C.1 Liaison	C.2 Represent the Ministry	C.3 Public Speaking			
D Client Development	D.1 Group Process	D.2 Teaching Techniques	D.3 Interviewing Skills	D.4 Assessment	D.5 Counselling	D.6 Evaluation
E Personal Development	E.1 Self Evaluation	E.2 Professional Development	E.3 Stress Management			
F Client Placement	F.1 Employer and Community Contacts	F.2 Market Client	F.3 Job Opportunities	F.4 Employment Barriers		
G Systems Policies and Relationships	G.1 Team Work Practices	G.2 Communication Skills	G.3 Policy Development	G.4 Computer Knowledge		
H Ethical Practice	H.1 Ethics	H.2 Ethical Conflict	H.3 Power and Authority			
I Resource and Program Development	I.1 Needs Assessment	I.2 Project Development	I.3 Project Evaluation			

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A. HUMAN DEVELOPMENT AND BEHAVIOUR

SPECIFIC AREA: A. HUMAN DEVELOPMENT AND BEHAVIOUR

MAIN OBJECTIVE: 1. Demonstrate a knowledge of how adults learn.

ESTIMATED
TRAINING HOURS

ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Explain how attitudes affect learning.		Prerequisite	
b) Identify reinforcers of learning.		Prerequisite	
c) Identify barriers to learning, e.g. stress.		Prerequisite	
d) Explain how a client's situation influences his or her readiness to learn.		Critical	

SPECIFIC AREA: A. HUMAN DEVELOPMENT AND BEHAVIOUR

MAIN OBJECTIVE: 2. Demonstrate a knowledge of motivation theory.

ESTIMATED
TRAINING HOURS

ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify indicators of motivation, e.g. an expressed desire to do something, expression of a need etc.		Prerequisite	
b) Explain what motivates people.		Prerequisite	
c) Describe the effects of circumstances upon motivation, e.g. poverty, having been a child in care, etc.		Prerequisite	
d) Recognize that motivation manifests itself in different ways.		Prerequisite	
e) Recognize that degree of motivation will vary with the individual.		Prerequisite	

SPECIFIC AREA: A. HUMAN DEVELOPMENT AND BEHAVIOUR MAIN OBJECTIVE: 3. Demonstrate a knowledge of the effects of change on people.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Recognize that change causes stress.		Prerequisite	
b) Recognize that common changes cause varying degrees of stress in individuals.		Prerequisite	
c) Describe the various emotional responses to change, e.g. fear, grief.		Prerequisite	
d) Describe how individuals cope with change.		Prerequisite	
e) Describe ways to support people who are experiencing the effects of change.		Prerequisite	

SPECIFIC AREA: A. HUMAN DEVELOPMENT AND BEHAVIOUR MAIN OBJECTIVE: 4. Demonstrate a knowledge of the effects of an impoverished environment.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe what constitutes impoverishment.		Prerequisite	
b) Discuss the social and psychological effects of impoverishment.		Prerequisite	
c) Compare the differences between short-term and long-term conditions of poverty.		Prerequisite	

SPECIFIC AREA: A. HUMAN DEVELOPMENT AND BEHAVIOUR MAIN OBJECTIVE: 5. Demonstrate a knowledge of cultural differences.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Recognize that a range of minorities exists, e.g. racial, sexual, ethnic, etc.		Prerequisite	
b) Describe how cultural differences may contribute to prejudice.		Prerequisite	
c) List the effects of cultural differences.		Prerequisite	
d) State examples of various forms of prejudicial discrimination.		Prerequisite	

SPECIFIC AREA: A. HUMAN DEVELOPMENT AND BEHAVIOUR

MAIN OBJECTIVE: 6. Demonstrate a knowledge of development barriers.

**ESTIMATED
TRAINING HOURS**

ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Describe a range of barriers to development, e.g. physical and mental handicaps, chemical dependence, etc.		Prerequisite		
(b) Describe the impact of physical, social and mental handicaps on service delivery.		Prerequisite		
(c) Demonstrate a basic knowledge of mental retardation and services available to the mentally retarded.				

B. ADMINISTRATIVE SKILLS

SPECIFIC AREA: B. ADMINISTRATIVE SKILLS MAIN OBJECTIVE: 1. Prepare documents			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify various documents and the purpose of each. b) Complete documents in an accurate and timely fashion.	4	Critical Critical	

SPECIFIC AREA: B. ADMINISTRATIVE SKILLS MAIN OBJECTIVE: 2. Demonstrate basic budget practice.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Plan and prepare budgets.	2	Critical	
b) Monitor and control budget expenditures.	2	Critical	
c) Prepare budget reports.	2	Critical	

SPECIFIC AREA: B. ADMINISTRATIVE SKILLS MAIN OBJECTIVE: 3. Prepare reports.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Be aware of the audience for the report.	2	Critical	
b) Collect and organize information.	4	Critical	
c) Accurately and concisely report information.	4	Critical	
d) Complete reports on schedule.	4	Critical	

SPECIFIC AREA: B. ADMINISTRATIVE SKILLS MAIN OBJECTIVE: 4. Communicate effectively in written form.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Choose appropriate format for written communication.	4	Prerequisite	
b) Write in a clear and concise manner.	4	Prerequisite	
c) Employ a language appropriate to the recipient.	4	Prerequisite	
d) Indicate that which is subjective and objective information.	4	Prerequisite	

SPECIFIC AREA: B. ADMINISTRATIVE SKILLS

ESTIMATED
TRAINING HOURS

MAIN OBJECTIVE: 5. Provide training and orientation for new employees.

ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Assist in development of job expectations.		Critical	
b) Orient new employees.		Critical	
c) Assist in monitoring and evaluation of student when required.		Enrichment	

SPECIFIC AREA: B. ADMINISTRATIVE SKILLS

MAIN OBJECTIVE: 6. Demonstrate effective work management techniques.

ESTIMATED
TRAINING HOURS

ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Organize the workload.	4	Critical	
b) Effectively set priorities.	4	Critical	
c) Implement an effective information retrieval system.	2	Critical	
d) Establish effective office systems and procedures.	2	Critical	

C. PUBLIC RELATIONS

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SPECIFIC AREA: C. PUBLIC RELATIONS MAIN OBJECTIVE: 1. Develop effective liaison with other organizations.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Serve on committees.	2	Critical	
b) Establish working relationships.	3	Critical	
c) Be accessible.	3	Critical	
d) Communicate effectively in oral and written format.	4	Critical	
e) Provide feedback to the system.	4	Critical	

SPECIFIC AREA: C. PUBLIC RELATIONS MAIN OBJECTIVE: 2. Represent the Ministry of Human Resources.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Use policy guidelines when re- presenting the Ministry.	2	Critical	
b) Represent the Ministry within the scope of one's job role.	2	Critical	
c) Present a positive image.	4	Critical	
d) Provide feedback to the system.	3	Critical	

SPECIFIC AREA: C. PUBLIC RELATIONS MAIN OBJECTIVE: 3. Demonstrate public speaking ability.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Research and prepare subject matter.	4	Critical	
b) Present within the time limits established.	4	Critical	
c) Speak clearly, concisely and to the point.	4	Critical	
d) Be prepared to respond to questions and concerns.	4	Critical	

D. CLIENT DEVELOPMENT

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SPECIFIC AREA: D. CLIENT DEVELOPMENT MAIN OBJECTIVE: 1. Apply the principles of group process.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the stages of group development.		Enrichment	
b) Explain the roles that people play in groups.		Enrichment	
c) Explain how group process is affected by select factors as peer pressure, time limits, etc.		Enrichment	
d) Identify situations in which group process is applicable.		Enrichment	
e) Select candidates for groups.	2	Enrichment	
f) Use selected techniques to achieve objectives of the group.	2	Enrichment	
g) Evaluate and provide feedback regarding group performance.	2	Enrichment	

SPECIFIC AREA: D. CLIENT DEVELOPMENT MAIN OBJECTIVE: 2. Utilize teaching techniques.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Establish an environment conducive to learning.	4	Critical	
b) Develop, evaluate and refine teaching materials.	4	Critical	
c) Ensure that the teaching strategy is appropriate to the group.	4	Critical	
d) Organize materials logically.	4	Critical	
e) Select suitable tools.	4	Critical	
f) Demonstrate competent use of such tools as video, projectors, etc.	4	Critical	

SPECIFIC AREA: D. CLIENT DEVELOPMENT			ESTIMATED TRAINING HOURS
MAIN OBJECTIVE: 3. Demonstrate the ability to use interviewing skills to collect information.			
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Review relevant material prior to interview recognizing any bias that may result.	4	Prerequisite	
b) Establish, when possible, an appropriate setting for the interview.	4	Prerequisite	
c) Determine how the environment may affect the interview.	4	Prerequisite	
d) Establish rapport with the client.	4	Prerequisite	
e) Establish with the client the purpose for the interview.	4	Prerequisite	
f) Determine how interview style may affect client behaviours.	4	Prerequisite	
g) Ensure that interview style promotes client autonomy.	4	Prerequisite	
h) Demonstrate flexibility in terms of style of interview.	4	Prerequisite	
i) Use skills that facilitate the interview process, e.g. eye contact, body, language, etc.	4	Prerequisite	

SPECIFIC AREA: D. CLIENT DEVELOPMENT MAIN OBJECTIVE: 3. Demonstrate the ability to use interviewing skills to collect information. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
j) Define mutual responsibilities and expectations in closing the interview.	4	Prerequisite	

SPECIFIC AREA: D. CLIENT INTERVIEW

MAIN OBJECTIVE: 4. Demonstrate assessment skills.

ESTIMATED
TRAINING HOURS

ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Determine the purpose for the assessment.	4	Prerequisite	
b) Establish the criteria to be used in the assessment.	4	Prerequisite	
c) Review relevant information.	4	Prerequisite	
d) Utilize several sources of information, e.g. physician, employment counsellor, one's perception of client, etc.	4	Prerequisite	
e) Evaluate information in terms of the criteria.	4	Prerequisite	
f) Determine whether the purpose of the assessment was achieved.	4	Prerequisite	

SPECIFIC AREA: D. CLIENT DEVELOPMENT MAIN OBJECTIVE: 5. Demonstrate counselling techniques.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Establish mutual objectives for the counselling plan.	4	Critical	
b) Establish time limits.	4	Critical	
c) Acknowledge and support efforts and achievements of client.	4	Critical	
d) Determine role and responsibilities of client and of self.	4	Critical	
e) Monitor and review with client the counselling process.	4	Critical	
f) Ensure that the counselling process remains task-oriented and on time.	4	Critical	
g) Ensure client comprehends the consequences of meeting and not meeting his/her responsibilities.	4	Critical	
h) Deal with barriers to the counselling process, e.g. resistance, hostility, etc.	4	Critical	
i) Mutually negotiate clear, achievable long and short-term goals.	4	Critical	

SPECIFIC AREA: D. CLIENT DEVELOPMENT

MAIN OBJECTIVE: 5. Demonstrate counselling techniques (continued)

ESTIMATED
TRAINING HOURS

ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
j) Utilize formal and informal contracting.	4	Critical	
k) Use various techniques of counselling to achieve goals.	4	Critical	
l) Select and use appropriate reinforcers.	4	Critical	
m) Effectively terminate the counselling relationship.	4	Critical	

SPECIFIC AREA: D. CLIENT DEVELOPMENT MAIN OBJECTIVE: 6. Utilize the evaluation process.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Review the outcomes as they relate to long and short-term goals.	4	Prerequisite	
b) Make a summative statement of recommendations and results.	4	Prerequisite	
c) Provide details for a referral or follow-up plan.	4	Prerequisite	
d) Share with client material that is related to him or her.	4	Prerequisite	

E. PERSONAL DEVELOPMENT

SPECIFIC AREA: E. PERSONAL DEVELOPMENT

MAIN OBJECTIVE: 1. Actively participate in self-evaluation.

ESTIMATED
TRAINING HOURS

ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Recognize the formal expectations of the job.	2	Critical	
b) Measure and describe one's job performance in terms of formal expectations.		Critical	
c) Determine the relationship between the job role and one's personal life.		Critical	
d) Recognize personal strengths and limitations.	4	Prerequisite	
e) Actively elicit feedback from various sources.		Critical	
f) Be receptive to feedback given.		Critical	
g) Demonstrate flexibility.	4	Critical	

SPECIFIC AREA: E. PERSONAL DEVELOPMENT			ESTIMATED TRAINING HOURS
MAIN OBJECTIVE: 2. Demonstrate awareness of one's need for professional development.			
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify professional develop- ment needs using information from evaluation.		Critical	
b) Identify and utilize material relevant to the job role. e.g. journals, films, workshops, etc.	2	Critical	
c) Identify and utilize individuals or organizations able to assist with professional development.	2	Critical	

SPECIFIC AREA: E. PERSONAL DEVELOPMENT MAIN OBJECTIVE: 3. Effectively manage stress.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify sources of stress on the job.		Prerequisite	
b) Recognize indicators of stress.		Prerequisite	
c) Employ techniques to cope with stress.	4	Prerequisite	
d) Identify and use sources able to assist in stress management.	4	Prerequisite	
e) Evaluate strategies used to cope with stress.	4	Prerequisite	

F. CLIENT PLACEMENT

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SPECIFIC AREA: F. CLIENT PLACEMENT MAIN OBJECTIVE: 1. Establish and maintain employer and community contacts.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Identify the population.		Critical		
(b) Initiate contact.	4	Critical		
(c) Determine needs of the contact.	4	Critical		
(d) Impart one's needs to contact.	4	Critical		
(e) Fulfill commitments.	4	Critical		
(f) Follow-up on placements.	4	Critical		
(g) Represent clients in a positive manner.	4	Critical		
(h) Identify and utilize existing programs.	4	Critical		
(i) Demonstrate an ability to work with handicapped individuals.	4	Critical		

SPECIFIC AREA: F. CLIENT PLACEMENT

MAIN OBJECTIVE: 2. Prepare client for placement

ESTIMATED
TRAINING HOURS

ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Prepare the employer for the client.	4	Critical	
b) Prepare client to meet employer expectations.	4	Critical	
c) Act as a facilitator.	4	Critical	

SPECIFIC AREA: F. CLIENT PLACEMENT MAIN OBJECTIVE: 3. Utilize a knowledge of job opportunities and trends.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Identify sources of information regarding job opportunities, e.g. unions, personnel from industry, etc.		Critical		
(b) Discuss the impact of hiring practices on job opportunities.		Critical		
(c) Discuss community resources which are available to the client and assist in job training and placement.				

SPECIFIC AREA: F. CLIENT PLACEMENT MAIN OBJECTIVE: 4. Deal with employment barriers to placement.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify barriers to the client's placement, e.g. lack of skill.		Critical	
b) Plan strategies to overcome barriers.	4	Critical	
c) Identify and utilize sources of support for the client and employer, e.g. employer subsidies.	4	Critical	

G. SYSTEMS, POLICIES AND RELATIONSHIPS

SPECIFIC AREA: G. SYSTEMS, POLICIES AND RELATIONSHIPS MAIN OBJECTIVE: 1. Demonstrate effective teamwork practices.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Clarify the roles of self and others.		Critical	
b) Accept and discharge responsibility.	3	Critical	
c) Provide support to co-workers.	4	Critical	
d) Assist new staff with integration into the team.	2	Critical	
e) Use consultation and supervision	2	Critical	
f) Participate in team activities.	4	Critical	
g) Practice cooperation and adaptability.	4	Critical	
h) Maintain a sense of perspective.	2	Critical	

SPECIFIC AREA: G. SYSTEMS, POLICIES AND RELATIONSHIPS MAIN OBJECTIVE: 2. Communicate effectively with others.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Develop attitudes that facilitate communication, e.g. receptiveness, tolerance, etc.		Prerequisite	
b) Use specific communication skills e.g. active listening, eye contact, feedback, etc.	3	Prerequisite	
c) Describe the referral process.	4	Critical	

SPECIFIC AREA: G. SYSTEMS, POLICIES AND RELATIONSHIPS MAIN OBJECTIVE: 3. Demonstrate a knowledge of the policy development process in government.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Explain how one's role may impact on policy development.		Enrichment	
b) Summarize the process of policy development.		Enrichment	
c) Differentiate between acts, regulations and policies.		Critical	

SPECIFIC AREA: G. SYSTEMS, POLICIES AND RELATIONSHIPS

ESTIMATED
TRAINING HOURS

MAIN OBJECTIVE: 4. Demonstrate an awareness of the impact of computerization.

ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the use of computers as they relate to the job role.		Critical	

H. ETHICAL PRACTICE

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SPECIFIC AREA: H. ETHICAL PRACTICE

ESTIMATED

MAIN OBJECTIVE: 1. Demonstrate ethical behaviour in relationship to the client.

TRAINING HOURS

ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Maintain confidentiality according to Ministry policy.	2	Critical	
b) Inform client of situations wherein one may be required to disclose information.	4	Critical	
c) Respect the civil and human rights of clients.	3	Critical	
d) Respect the dignity of clients.	3	Critical	
e) Honour commitments to clients.	3	Critical	

SPECIFIC AREA: H. ETHICAL PRACTICE MAIN OBJECTIVE: 2. Cope with ethical conflict.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify sources of ethical conflict, e.g. personal ethics versus organizational policies.		Critical	
b) Avoid "conflict of interest" situations.	3	Critical	
c) Develop strategies to cope with ethical conflict.	2	Critical	

SPECIFIC AREA: H. ETHICAL PRACTICE MAIN OBJECTIVE: 3. Demonstrate ethical use of power and authority.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
(a) Determine the affect on clients of their perception of one's power.	4	Critical		
(b) Differentiate between one's mandated authority and client's/colleague perceptions of one's power.		Critical		
(c) Inform clients, employers and community groups of one's mandated authority.		Critical		

I. RESOURCE AND PROGRAM DEVELOPMENT

SPECIFIC AREA: I. RESOURCE AND PROGRAM DEVELOPMENT MAIN OBJECTIVE: 1. Implement a needs assessment process.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Determine whether existing re- sources meet the needs.	2	Critical	
b) Identify and explore possible resources to meet needs.		Critical	
c) Decide whether needs can be met.		Critical	
d) Implement a needs assessment.		Critical	

SPECIFIC AREA: 1. RESOURCE AND PROGRAM DEVELOPMENT MAIN OBJECTIVE: 2. Implement the project development process.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Formulate a development plan.	2	Critical	
b) Identify a working group.		Critical	
c) Develop a program description.	2	Critical	
d) Develop a program proposal out- lining objectives, budget, time lines, etc.	2	Critical	
e) Submit the proposal.	3	Critical	

SPECIFIC AREA: I. RESOURCE AND PROGRAM DEVELOPMENT

MAIN OBJECTIVE: 3. Assist in evaluation projects.

**ESTIMATED
TRAINING HOURS**

ENABLING OBJECTIVES	INDEPEND- ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Establish criteria.	2	Enrichment	
b) Establish an evaluative committee.	2	Enrichment	
c) Develop an evaluation strategy.	2	Enrichment	
d) Identify the audience.		Enrichment	
e) Determine with whom the evaluation will be shared.		Enrichment	
f) Predict how the evaluation material may affect those with whom it is shared.		Enrichment	